What’s worth learning...

...about learning?

...about the world we live in?

...about how to live in that world?

What’s worth learning...

...about learning?

What are we doing when we learn?

• Individually think of 3 – 4 things you think are key
• Agree on at least two with your shoulder partner

Defining Learning

Learning is a process that leads to a sustained and demonstrable consolidation or extension of conceptual understanding, competencies, or character:
**Conceptual Learning** is happening when students are:

- *Connecting* new, potentially disruptive, knowledge to prior understanding and to important concepts.
- *Constructing* and re-constructing theories of how things work and why things are the way they are.
- *Testing* their evolving theories in different contexts to refine them so they have increased explanatory power and to see when, where and how they apply.

Are any of your important words missing from our definition?

**Competency Learning** is happening when students are:

- *Deconstructing* expert performance and comparing it with their own.
- *Identifying* the adjustments they need to make.
- *Practicing* a skill in order to refine it and make it increasingly automatic.

**Character Learning** is happening when students are:

- *Considering* what particular dispositions and values would ‘look like’ when applied in specific authentic contexts.
- *Acting* as a result of these considerations.
- *Reflecting* on the effects of these actions.

But in practice, are these really as distinct as we made them sound?
For each of the 3 kinds of learning, a set of standards and a set of broad pedagogical approaches

Learning is a process that leads to a sustained and demonstrable consolidation or extension of conceptual understanding, competencies, or character:

Conceptual Learning is happening when students are:

- **Connecting**
- **Constructing**
- **Testing**.

Conceptual Learning

Standards for each subject area:

Example:

• *Learners understand that* structures of leadership and power evolve within groups to decide who gets what, when and how and these are shaped by historical, cultural and economic circumstances.

<table>
<thead>
<tr>
<th>Tapping into</th>
<th>Reflecting &amp; Acting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring the</td>
<td>Demonstrating</td>
</tr>
<tr>
<td>Constructing Theories</td>
<td>Testing Theories</td>
</tr>
</tbody>
</table>

Learned through a flexible process of guided inquiry leading to enduring understanding.
**Learning** is a process that leads to a sustained and demonstrable consolidation or extension of conceptual understanding, competencies, or character:

**Competency** Learning

1. Learning through **Guided Inquiry**
2. **Language** for Learning
3. Learning **Collaboratively**

Example:

“Learners are able to use language effectively to achieve a wide range of purposes with a wide range of audiences using a variety of media.”
Learning is a process that leads to a sustained and demonstrable consolidation or extension of conceptual understanding, competencies, or character:

**Character Learning**

Learners demonstrate **resilience**.
Learners demonstrate **playfulness**.
Learners demonstrate **reflection**.
Learners demonstrate **openness**.

Character Learning is happening when students are:

- **Considering**
- **Acting**
- **Reflecting**

And meanwhile our students...

- Forethought
- Monitoring
- Metacognition
- Reflecting
Students need to...
...be able to conduct an inquiry that leads to deep understanding
...be able to master a competency by seeking out a model
...have mastered the competencies that enable learning
...be able to consider their own character
...have developed the character traits and the reflective capacity of an effective learner

Some answers so far
...deep understanding of important ideas... but what ideas?

What’s worth learning...
...about learning?

What’s worth learning...
...about the world we live in?
How do people learn? What's worth learning? 2 minutes

But what about traditional Subjects / Disciplines? Well, what about them?

The Bucket Problem
Are we saying the commonalities are a better ‘bucket system’?

What buckets are worth using and WMYST? 2 minutes

David Perkins in Futurewise:

“The disciplines alone, even renewed and reframed, aren’t enough. Crosstopics need to appear one way or another, because they align with the ways problems and opportunities come up as people live their lives and because they push for the shift from topic to tool so important for lifeready learning.”

“For a more systematic offer, the Common Ground Collaborative, developed at the International School of Brussels, suggests these eight Human Commonalities, broad themes for organizing learning and inquiry that encompass much of contemporary importance:

- Personal meaning
- Physical well-being
- Sustainable production and consumption
- Group membership
- Creative expression
- Communication systems
- Systems for problem solving and predicting
- Connection to our environments"
So, why not make the human common ground the framework for ‘what’s worth learning’ for diverse student communities?

Let’s explore a Commonality through a different medium...........

So when creating Learning Modules we draw from conceptual standards in the disciplines and combine these with the lenses provided by the commonalities to create ‘lifeworthy’ learning that is also ‘lifeready’.
Learners understand that successful social and economic integration of migrants depends on the migrant having sufficient opportunities for building a shared sense of identity and purpose with the receiving society.

Learners understand that successful social and economic integration of migrants depends on the migrant having sufficient opportunities for building a shared sense of identity and purpose with the receiving society which contributes to their own self-concept and feelings of self-worth.

What’s worth learning...
...about the world we live in?

Students need to...
...understand the important concepts of from the disciplines in a way that connects them to the life beyond school now

What’s worth learning...
...about how to live in that world?

Character Learning

Learners demonstrate integrity.
Learners demonstrate fairness.
Learners demonstrate compassion.
Learners demonstrate responsibility.

What’s worth learning?
Learning how to learn and being disposed to do so
Connecting important ideas
Developing personal values